

# **Student Parent Handbook 2017-18**



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**A public charter school within the Pasadena Unified School District**

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# **Our School—Learning Works Charter School**

## **Our Mission**

The mission of Learning Works Charter School (LWCS) is to provide a personalized, rigorous academic program and relevant life skills to traditionally underserved, at-risk students in grades 7-12 who have withdrawn or are in danger of withdrawing from mainstream education without attaining a high school diploma.

We are a voluntary, alternative education program that is dedicated to a “fresh start.” We have a dedicated, stand-alone facility separate from other public schools that is centrally located within the local community. The LWCS’ safe and professional learning center is distinctly different in appearance and feel from traditional schools.

Learning Works Charter School main campus is in Pasadena at 90 N. Daisy Avenue. In addition to our regular schooling, we have two programs located on the main campus: Pregnant and Parent Teen Program (PPT) and our junior high (7th-9th) grade. We have one satellite location at 1916 E. First Street in Los Angeles in partnership with Homeboy Industries.

*Our aim is to act as a bridge to reintegrate youth back into public education, moving them towards high school graduation and beyond.*

We serve critically underserved high school students through our successful independent study charter school. However, we are not structured as a traditional independent student program because of our many required class-based and community-based activities. During the past nine years in our partnership with PUSD, we have had a successful track record of improving pupil learning with the targeted student population using this individualized, personalized approach. Our goal is to bring those experiences and successes to the disengaged student population throughout the PUSD service area and LAUSD at our Homeboy Industries site. In essence, our aim is to act as a bridge to reintegrate these students back into public education, moving them towards high school graduation and beyond.

## **Our Goals**

- Enroll and retain students who have not completed high school.
- Provide support services to students (“wraparound services”) to overcome many of the life challenges that are barriers to attending school and completing high school.
- Graduate students with a high school diploma.
- Assist students in attaining their first job and a plan for a career.
- After high school, enroll students in further education or training.
- Coordinate community and school district resources for these students and their families.

We believe that all students can excel academically despite the circumstances that may have caused them to leave school or fall significantly behind. We provide an academically rigorous, curriculum that allows for meaningful, real-life connections to students’ experiences. Through strong teacher-student relationships that allow for personalized learning and mentoring, we offer target students a viable opportunity to return and succeed on the path education.

<b>Alternative Education</b>		
<b>Rigor</b>	<b>Relationships*</b>	<b>Relevance</b>
Standards-based Instruction State-Adopted Textbooks A-G Curriculum Path Enrollment at PCC Required Tutoring Science Labs	Individual Learning Plans Teacher/Counselors Advocacy Home Visits Chasers® Tutors	Field trips Guest Speakers Community Service Work Experience/Career Exploration Visual & Performing Arts Senior Project & Digital Storytelling

\* One of these relationships will emerge as their mentor/advocate.

Standard-based instruction: The LWCS curriculum and instructional program focuses on providing students with core academic skills based upon the California state content standards. Unfortunately, students identified as being at-risk of educational failure often receive a “watered down” curriculum that emphasizes the acquisition of only the most basic academic skills. Conversely, at LWCS, we believe that all students, especially those at risk, need to be engaged in interesting and challenging learning that goes beyond basic proficiencies and focuses on mastery of state content standards appropriate at each grade level.

*LWCS has a strong emphasis on career-technical education. All seniors will be required to complete a senior project related to their job, community experience or internship. We work with all students to place them in their senior experience and work with each student on career or postsecondary placement after graduation*

Students will be offered the graduation requirements for the high school diploma and the opportunity to complete coursework aligned to the A-G requirements for attending a California State University (CSU) or University of California (UC). The A-G curriculum requires completion of coursework with a C or better, including Algebra II and two years of foreign language. At minimum, curriculum offerings and requirements include courses in the following subjects:

- 4 years of English/language arts,
- 2 years of math (including passing algebra),
- 2.5 years of science (including passing biology),
- 3 years of history/social studies,
- 2 years of physical education,
- 1 year of visual & performing arts, foreign language or career technical education,
- 1.5 years of electives: expository writing/computer technology, health, environmental science, financial literacy,
- 2 years of electives, choices include: work experience, career exploration, foreign language & artWORKS. Parenting is an additional, optional elective in the PPT program.

Two years of foreign language are required to complete the A-G requirements. Parenting is an additional elective option in PPT program. All students are required to complete Senior Project or a Digital Story to graduate.

LWCS students can receive credit through job training/work experience programs or community service, which will focus on acquisition of job skills. Each student’s work experience is coordinated with the student’s academic activities. We will build our partnerships with employers, unions, postsecondary institutions, community agencies and CTE to ensure Relevance and a future for students. We want all students employed in part-time work by the time they graduate.

**Personalized Learning:** From our experience, we have found that in-crisis/high-risk students often require intensive, individualized attention and support in order to succeed academically. LWCS offers personalized learning for our students through multiple vehicles:

- Teacher assigned to assist students in coursework
- Individualized Learning Plans (ILPs) developed and monitored by counselor
- Chaser that provides accountability and mentoring and ensure students meet contract due dates
- Tutor to assist student with difficult work
- Small group instruction (SGI) for tutoring and other subjects

*Our Chasers do just that—“chase” young people down who have dropped out of school, put them back in school, and help keep them there. At-risk youth want positive, caring adults in their life who coach and mentor them to success*

**Format and Schedule.** Although students can enter at any point to begin coursework, LWCS is organized around trimesters in order to structure the curriculum and credit accumulation. Students will be enrolled in either three or four classes per trimester for a total of 45 units or 60 units per year depending on how credit deficient they are. LWCS graduation requirements exceed the state’s minimum graduation requirements of 130 credits.

*The scheduling flexibility inherent within our independent study model enables teen mothers and students who need to work long hours in order to supplement their family’s income, take care of personal responsibilities and maintain their education. Many at-risk students lack the resources and adult support to address their basic needs*

Under our model, LWCS allows students the flexibility to schedule weekly meetings that work within their own schedule and to work intensely on 2-3 class subjects at a time. All LWCS students are required to attend regularly scheduled appointments with teachers for a minimum of one hour each, twice weekly tutoring sessions and actual classes/laboratories and field trips focused on classes they are enrolled in. Students who have been assessed as needing additional academic support will attend small group instruction. This high level of teacher contact, communication and oversight provides the needed personal support, role-modeling and mentoring that our target students need to succeed. The curriculum modules are divided into textbook work, projects and experiences (example: field trips and labs). Students are expected to complete all three (3) portions. Curriculum is approximately ten (10) hours of “class-based” hours and ten (10) hours of independent study/homework per week.

**Partners.** Our partners include: Pasadena Unified School District, Pasadena City College, Planned Parenthood, Mothers’ Club, Armory Center for the Arts, Pasadena Public Health Department, Los Angeles County Office of Education (LACOE), Homeboy Industries, All Saints Church, League of Women Voters, and the ACLU.



## **Learning Works Charter School Principles**

### **Goal: High School Diploma Stepping stone to an independent and fulfilling life**

Our Principles are the cornerstone of our program. We require commitment to these principles by all staff and students.

***FRESH START:*** We believe all persons deserve fresh starts, free of judgment and labels.

***FORGIVENESS AND UNCONDITIONAL LOVE:*** We believe all persons make mistakes and it is our goal to always practice forgiveness and unconditional love. We start every single day fresh with new chances.

***SAFE HAVEN:*** We believe our school is a safe zone regardless of age, race, gender and any other affiliations and labels persons have in the community. We are all equal, respectful and tolerant at school.

***REALITY AND POTENTIAL:*** We focus on what is, not what ought to be and always guide persons to their fullest potential. We bridge the gap between now and the future. Everybody has potential—reaching it is about good habits and commitment.

***DESIRE TO GIVE BACK AND BE HEARD:*** We believe all persons want to be heard and understood, and give back to their family and community. We provide and encourage these opportunities.

***HONESTY:*** We believe honesty is the best policy. We strive to live transparent lives.

***JOY & FUN:*** We believe in hard work and fun. Finding joy and passion is the key to happiness. Laughter helps us survive the suffering.

***IRRATIONAL COMMITMENT TO STUDENTS:*** We are irrationally committed to each other's well being. We need a community of support to succeed. We will not give up on people.

## **School Calendar 2017-2018 for Students Learning Works Charter School**

Trimester 1: August 28–December 20  
Trimester 2: January 8–March 29  
Trimester 3: April 9–June 13

School Hours  
Mondays 11-4;  
Tuesdays-Fridays 8-4

<b>July</b>	
31	Orientation prep
<b>August</b>	
1-4	Orientation prep
7-25	Orientation for Students
23	Teachers Return
28	Learning Period #1 Begins
<b>September</b>	
4	Labor Day (Holiday)
11, 18	Professional Development 8 a.m. - 11 a.m.
22	Learning Period #1 Ends (19 days)—5 modules due!
25	Learning Period #2 Begins
<b>October</b>	
20	Learning Period #2 Ends (20 days)—5 modules due!
23	Learning Period #3 Begins
2, 9, 16	Professional Development 8-11 a.m.
<b>November</b>	
17	Learning Period #3 Ends (20 days)—5 modules due!
20-24	Thanksgiving Recess
27	Learning Period #4 Begins
6, 13	Professional Development 8-11 a.m.
<b>December</b>	
4, 11, 18	Professional Development 8-11 a.m
20	Learning Period #4 Ends (18 days)—5 modules due! Trimester 1 Ends
21-22	Pupil Free Days
22	Report Cards (T1) Due
25-29	Winter Break
<b>January</b>	
1-5	Winter Break
8	Learning Period #5 Begins, Trimester 2 Begins
15	Dr. Martin Luther King Jr. Day (Holiday)
22, 29	Professional Development 8 a.m. - 11 a.m

**February**

- 2 Learning Period #5 Ends (19 days)—5 modules due!
- 5 Learning Period #6 Begins
- 9 7<sup>th</sup> & 9<sup>th</sup> Grade PE Testing
- 23 Make-up PE Testing
- 16-19 Presidents Holidays
- 12, 26 Professional Development 8-11 a.m.

**March**

- 2 Learning Period #6 Ends (18 days)—5 modules due!
- 6 Learning Period #7 Begins
- 29 Learning Period #7 Ends (19 days)—5 modules due!  
Trimester 2 Ends & Report Cards Due
- 30 Pupil Free Day
- 12, 19 Professional Development 8-11 a.m.

**April**

- 2-6 Spring Recess
- 9 Learning Period #8 Begins, Trimester 3 Begins
- 14 Senior Grad Checks Due
- 27 Learning Period #8 Ends (15 days)—5 modules due!
- 30 Learning Period #9 Begins
- 16, 23, 30 Professional Development 8-11 a.m.

**May**

- 25 Learning Period #9 Ends (20 days)
- 28 Memorial Day (Holiday)
- 29 Learning Period #10 Begins
- 14, 21 Professional Development 8-11 a.m.

**June**

- 2 Senior Push Day
- 8 MS Promotion Ceremony
- 9 Senior Push Day
- 11 Professional Development 8-11 a.m.
- 12 HS Graduation Ceremony
- 13 Last Day of Student Attendance (Instructional Day #180)
- 13 Learning Period #10 Ends (12 days) - Trimester 3 Ends—5 modules due!
- 15 Last Day for Teachers



# Learning Works Charter School

Students are required to make every scheduled appointment with teacher, academic coach, or tutor.

- Meet with your teacher at your scheduled weekly appointment.
- Turn in all assigned work on the contract date.

## High School (10th – 12th grade)

### *Monday*

Staff meeting until 11:00. School is closed for students.

Teachers are not available from 11:00-12:00. They need to eat too! After 12:00, open entry.

Hours 12:00-4:00

### *Tuesdays-Fridays*

Scheduled Contract Appointment with Teachers 8:00-4:00 p.m.

Teachers are not available from 12:00-1:00. They need to eat too!

Hours 8:00-4:00

## Junior High School

### *Monday through Friday*

#### 7th & 8th grade

Period 1: 10:00–11:00

Period 2: 11:00–12:00

Lunch – 12:00–12:30

Period 3: 12:30–1:30

#### 9th grade

Mondays

Period 1: 11:00-12:00

Period 2: 12:00-1:00

Tuesdays-Fridays

Period 1: 10:00–11:00

Period 2: 11:00–12:00

Lunch: 12:00–1:00

Free lunch will be served at the Pasadena and Homeboy site every day from 12:00 to 1:00 p.m.

## Learning Works Charter School Governance

<p style="text-align: center;"><b>Public Works Board</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                 Kathy Lesley                  Nicole Jacquemin                  Eddie Newman                  Juliana Serrano                  Mike Babcock             </td> <td style="width: 50%; vertical-align: top;">                 Phyllis Hudecki                  Ty Gaffney                  Dave Banis                  Lauren O’Neill                  District Representative             </td> </tr> </table>	Kathy Lesley Nicole Jacquemin Eddie Newman Juliana Serrano Mike Babcock	Phyllis Hudecki Ty Gaffney Dave Banis Lauren O’Neill District Representative	<p style="text-align: center;"><b>Meeting Dates</b></p> <p style="text-align: center;">                 Aug. 11, 2017                  Nov. 3, 2017                  Dec. 15, 2017                  April 13, 2018                  June 27, 2018             </p> <p style="text-align: center; font-size: small;"><i>* Renewal year special meeting may be called</i></p>
Kathy Lesley Nicole Jacquemin Eddie Newman Juliana Serrano Mike Babcock	Phyllis Hudecki Ty Gaffney Dave Banis Lauren O’Neill District Representative		
<p style="text-align: center;"><b>School Site Council</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                 Teacher Representative                  Chaser Representative                  Student Representative                  Community Works                  Hope Works                  Mothers’ Club                  Homeboy Industries                  ACLU                  Pasadena Public Health Dept.             </td> <td style="width: 50%; vertical-align: top;">                 Counselor Representative                  Parent Representative                  artWORKS                  GroWORKS                  PUSD Spec. Ed                  Armory Center                  League of Women Voters                  Planned Parenthood             </td> </tr> </table>	Teacher Representative Chaser Representative Student Representative Community Works Hope Works Mothers’ Club Homeboy Industries ACLU Pasadena Public Health Dept.	Counselor Representative Parent Representative artWORKS GroWORKS PUSD Spec. Ed Armory Center League of Women Voters Planned Parenthood	<p style="text-align: center;"><b>Meeting Dates</b></p> <p style="text-align: center;">                 Sept. 14, 2017, 5-7 p.m.                  Nov. 17, 2017, 12-1 p.m.                  Mar. 29, 2018, 12-1 p.m.                  May 18, 2018, 12-1 p.m.             </p>
Teacher Representative Chaser Representative Student Representative Community Works Hope Works Mothers’ Club Homeboy Industries ACLU Pasadena Public Health Dept.	Counselor Representative Parent Representative artWORKS GroWORKS PUSD Spec. Ed Armory Center League of Women Voters Planned Parenthood		
<p><b>English Language Advisory Council Meeting Dates</b></p> <p style="text-align: center;">                 Oct. 31, 12-1 p.m.                  Dec. 13, 6-7 p.m.                  Mar. 29, 12-1 p.m.                  May 9, 6-7 p.m.             </p>			
<p><b>Leadership Team</b></p> <p style="text-align: center;">                 Dr. Mikala Rahn, CEO/Founder                  Sylvia Ginyard, Registration &amp; Accountability                  Kenia Sandoval-Rodriguez, Counselor, Student Activities, Special Education &amp; Testing                  Michael Toro, Counselor, College &amp; Careers                  Ashley Richardson, Site Lead, Homeboy             </p>			

# How to Enroll at Learning Works Charter School

## Introduction

Learning Works Charter School's admission policy is to accept students who are seeking a voluntary alternative to traditional, classroom-based education. As such, we actively recruit a diverse student population that fits our target population. Students, who understand, need and value the school's mission and who are committed to the school's instructional and educational philosophy will be encouraged to apply.

Admission to LWCS shall be open to any resident of California, without any admission requirements. Students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. The school strives through our recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Pasadena Unified School District and Los Angeles Unified School District at our Homeboy site.

The LWCS registration process is designed to collect pertinent and necessary student information prior to enrollment and ensures the communication of our educational philosophy and of the responsibilities required of students and parents. In addition, students and parents/guardians understand and accept the following in regards to enrollment within LWCS:

- LWCS will have no admissions testing as a condition of student enrollment.
- Students will not be enrolled in another public school or private school that charges tuition, while enrolled in LWCS. Dual primary enrollment in more than one high school, other than ROP, community colleges or adult schools is prohibited.
- Students will take all the state mandated assessment tests and recommended charter school evaluations.

## Student Registration

Every student and parent/guardian/caregivers will be asked to complete a registration packet, prior to enrollment. Students 18 and over, can register themselves. *The student cannot be enrolled or placed on the wait list, if we do not have a complete LWCS registration packet.*

A completed LWCS registration packet consists of the following checklist:

- An up-to-date copy of the student's transcript(s) for **all** school(s) s/he has attended in the past
- Immunization record, including proof of Tdap vaccine
- Completed Application for Admission:
  - Student Registration Form
  - Record Release (includes probation records, when applicable)
  - Transportation & Medical Consent
  - Medical Treatment form for Child (for parenting students only)
  - Physical Education Participation
  - Health & Reproductive Education Participation
  - Photographic & Video Consent
  - CELDT Score Request Form
  - Caregiver Authorization Affidavit (if applicable)
  - Pasadena Unified's National School Lunch Form
  - State Confidential Family Survey (for statistical purposes only)
  - ASSETs Development Survey
  - Student Survey
  - Assessment Test

A transcript analysis will be completed on each student at the end of the intake appointment. This will let both the student and parent/guardian know what courses need to be completed to be eligible for graduation. Please expect your visit to take between 1 to 2 hours. If you have additional questions, do not hesitate to contact Sylvia Ginyard at (626) 796-9235.

## **Student & Parent/Guardian Intake & Orientation**

Prior to enrollment, a scheduled Student/Parent orientation meeting and intake appointment with the Registrar is required to ensure understanding and acceptance of LWCS's educational program, philosophies and responsibilities. No student will be allowed to start without attending an orientation and intake. In this meeting, students and parent(s)/legal guardian(s)/caregiver(s):

- Acknowledge their understanding and acceptance of LWCS's academic requirements and behavioral rules of conduct as explained and stated within the student/parent handbook and Voluntary Independent Study Master Agreement contract.
- Make sure all intake assessments and paperwork are complete.
- Review transcripts from all previous school(s) of attendance
- Evaluate the credits remaining that the student needs to be eligible for graduation, through review of an Individualized Learning Plan (ILP) that includes three trimesters of course work.
- Receive a student handbook.
- Review and sign the LWCS Independent Study Master Agreement Form. The LWCS Independent Study Master Agreement is the cornerstone of the educational agreement between the student, parent(s) and the school. This agreement, signed by all parties establishes the rights and responsibilities for all. This agreement must be signed upon initial enrollment.
- Get photo identification.
- Schedule first teacher/chaser appointment.

The student has still not completed the enrollment process until the student and parent/guardian, if desired have their first teacher/chaser appointment. The meeting consists of:

- Introductions and expectations including review of trimester schedule and calendar, Principles, and school rules.
- Develop student schedule to manage time and keep tutoring and small group instruction appointments.
- Review of prior academic performance strengths/weaknesses and likes/dislikes.
- Assign student first two modules and expected due date (next teacher appointment).

## **Re-enrollment Policy**

Currently enrolled students will not participate in the random lottery drawing, as their spaces are automatically reserved for the following year. Students will be asked to come in to verify their current contact information for the new school year. A credit check and ILP will be completed for each student upon re-enrollment. A Master Agreement, Acknowledgement of Responsibility and a new school lunch form will need to be signed at this meeting.

## Learning Works Charter School Enrollment Flow Chart

### Intake

- Application for Enrollment
- Required Paperwork
- Student Survey
- ASSETs Development
- ELA & Math Assessment



### Academic Plan

- Transcript Analysis
- Credit Check
- One-year Plan



### First Teacher Meeting

- Introductions and Expectations
- Student Schedule
- Writing Assessment
- Student Begins Assignments

# **LWCS Requirements and Policies**

## **LWCS Enrollment Policy**

LWCS will conduct new intakes/enrollments throughout the school year, whenever enrollment openings exist within the school.

- If the number of applications for admission exceeds the capacity for enrollment, openings will be filled by a periodic random lottery throughout the year. This lottery will be held in a public setting at LWCS.
- Those students not chosen for admission will be placed on a waiting list based upon the order in which they were drawn. This waiting list will be used to fill future vacancies.
- Lotteries will be conducted with the following admissions preferences being given:
  - 1) Siblings of students already attending the school.
  - 2) Children of LWCS teachers. This preference will be capped at a maximum of 10% of overall available admission slots.
  - 3) Youth (18 or under) who have been out of school for 45 consecutive days or more living in PUSD service area.
  - 4) Students who have been expelled from PUSD.
  - 5) In-school dropouts - credit deficient students residing in the area.
  - 6) Former LWCS students that have been incarcerated for longer than 15 days that were in good academic standing prior to their exit.
- Pregnant students will be assigned to the designated Pregnant & Parenting Teen (PPT) teacher at the time of their enrollment. Students who become pregnant will be moved to PPT. While we prefer that the student moves at the beginning of the next learning period, she will be given the option to remain with her current teacher through the end of the current trimester.

Currently enrolled students will not participate in the random drawing, as they are automatically reserved a space for the following year.

LW @ Homeboy Waiver:

- LW @ Homeboy will maintain a separate waiting list independent of the main Pasadena site. If the number of applications for admission exceeds the capacity for enrollment, openings will be filled by a periodic random lottery throughout the year. This lottery will be held in a public setting at LWCS.
- Those students not chosen for admission will be placed on a waiting list based upon the order in which they were drawn. This waiting list will be used to fill future vacancies.
- Lotteries will be conducted with the following admissions preferences being given:
  - 1) Siblings of students already attending the school.
  - 2) Children of LWCS teachers. This preference will be capped at a maximum of 10% of overall available admission slots.
  - 3) Youth (18 or under) who have been out of school for 45 consecutive days or more.
  - 4) In-school dropouts—credit deficient students.
  - 5) Former LWCS students that have been incarcerated for longer than 15 days that were in good academic standings prior to their exit.

## **Assurances**

LWCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

LWCS will comply with applicable public agency, state and federal laws, regulations and codes during its operations.

## **Public School Attendance Alternatives**

No student will be required to attend Learning Works Charter School. Students who do not attend the school may attend their local school or district.

Parents or guardians of each student enrolled in the charter school will be informed that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in LWCS, except to the extent that such a right is extended by PUSD.

## **Withdrawal from LWCS**

If a student is withdrawn from LWCS due to non-production, the school will contact the student and parent/guardian(s) in writing to inform them that the student is no longer enrolled. Before a student's transcripts will be released, all textbooks must be returned to LWCS. An unofficial transcript will be provided to the student, along with an enrollment verification form to be completed by the student's new school

## **Requirements for Students of LWCS**

### ***California Immunization Requirements***

The State of California requires that all students comply with immunization requirements for the health and safety of all. As such, students and parents understand and agree that they must comply with all state immunization requirements in order to enroll and attend LWCS.

### ***State Mandated Testing***

The following tests are required by the State of California. Each specific grade listed has an opportunity to demonstrate their learning. It is important to note that this is only one way to the measure growth of a student. We want each student to learn how to take tests. At LWCS, we try to make this a positive learning experience.

- FITNESS GRAM (Grades 5, 7, & 9) – Spring Administration
- CST Science (Grade 10) – Spring Administration
- SBAC (11<sup>th</sup> Grade) – Spring Administration

### ***Smarter Balanced Assessment Consortium (SBAC):***

The Smarter Balanced Assessment Consortium is a multistate consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments are designed to measure student progress toward college and career readiness.

## **Optional Tests for High School Students**

- > If a student is bound for a four-year college, he/she will need to take the PSAT (given only in October and recommended in the sophomore and junior years). They will also need to take the SAT I and II or the ACT. These are college aptitude tests and should be taken at least by the spring of the junior year. Students may try them before that if they wish. Fees apply to each test.
- > If a student is going to the University of California or one of the other very competitive colleges, they will need to take the Subject Tests. These are subject matter tests and should be taken in the year a particular course is studied. For example, in the spring of the year a student studies Biology, he/she should take the Subject Test in Biology.

- > You can find out more about the PSAT, SAT I and the Subject Tests online at <http://www.collegeboard.com>.
- > You can find out about the ACT online at <http://www.act.org>. The student site is <http://www.actstudent.org>.



# **LWCS Academic Requirements and Policies**

LWCS is dedicated to providing its students with a rigorous academic program. We believe that this will best help them prepare for high school graduation and post-secondary, vocational and career opportunities in the future.

Thus, LWCS holds all students accountable to achieving beyond our minimum academic standards. These standards, combined with the flexibility provided within our independent study-based charter school, offer students an excellent, voluntary alternative to traditional education. Students are required to meet and exceed the minimum standards in order to remain enrolled within LWCS.

LWCS independent study is conducted in learning periods, or number of days in an attendance period, not to exceed 20 days. Months and learning periods vary slightly in the number of days included.

When each student and parent(s) signs the Independent Study Master Agreement and Acknowledgement, the student will understand and agree to meet the following standards.

## **On-Track**

- In order to keep pace with a 4-year high school graduation pace, student will earn the minimum study requirement of 15 or more academic credits per trimester and 45 academic credits per school year.
- Students are encouraged to complete two modules/credits per week. At minimum students are required to complete 5 modules per month to stay on-track. Students who are credit deficient could complete 10 or more modules/credits per Learning Period.

## **Minimum Enrollment**

- Students are required to complete 3 modules/credits per learning period or will be in jeopardy of staying enrolled.
- Students must meet with teacher at minimum once per week.
- Student assignments and records will be reviewed and graded at the end of each learning period (learning period closeout)
- No more than 4 weeks or 20 school days may elapse between when an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with district policy. The assignment would be graded or re-assigned in the next learning period
- Students are expected to successfully complete 100% of minimum enrollment requirements each learning period
- If student achieves 50% or less of minimum attendance requirement in one learning period, a warning letter will be sent (Non-producer warning process).
- If student achieves 50% or less of minimum attendance requirement in two learning periods, a second warning letter will be sent by administration and a home visit will occur (Non-producer warning process).
- If student achieves less than of minimum attendance requirement in three learning periods, the student will be withdrawn/dropped from a teacher's load (Non-producer warning process). The School Attendance Review Board (SARB) process will begin for students under 18 years through PUSD. All dropped students will be followed for the full school year by paid or unpaid staff in an attempt to re-enroll.
- Middle school students attend school from 10:00-1:30 p.m. every day to complete their modules.

- Ninth graders entering the high school program will be required to attend from 11:00-1:00 p.m. Mondays and 10-12 p.m. Tuesdays through Fridays.

LWCS's evaluation of students failing to meet minimum academic requirements will be entirely based upon the student's academic performance, demonstrated track record for fulfilling responsibilities and demonstrated motivation.

When a student does not submit the minimum number of modules for any given learning period, one of three letters will be mailed to student and parent/guardian.

Phase One: Academic Probation. The student has 20 school days to submit 3 modules to be removed from probation.

Phase Two: Intent to Drop. If the student, continues on Academic Probation for two consecutive learning periods, he or she is flagged with an "Intent to Drop" warning. Students that continue to not produce work will be removed from LWCS.

Phase Three: Dropped from Enrollment. Nonproduction for three consecutive learning periods at LWCS will terminate the student's enrollment at LWCS.



# Learning Works Charter School

## High School Course Requirements Trimester Schedule

High School Required Courses:

- 4 years of English/language arts,
- 2 years of math (including passing Algebra or Integrated Math I)
- 2.5 years of science (including environmental science and biology)
- 3 years of history/social studies,
- 2 years of physical education,
- 1 year of visual & performing arts, foreign language or career technical education
- 1.5 years of specified electives: writing, computer technology & financial literacy
- 2 years of electives, choices include: work experience, career exploration, foreign language & artWORKS. Parenting is an additional, optional elective in the PPT program.

Two years of foreign language are required to complete the A-G requirements, but not required for the diploma.

<b>Academic Calendar 2017-18</b>		
<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
4 classes: 20 units	4 classes: 20 units	4 classes: 20 units
5 classes: 25 units	5 classes: 25 units	5 classes: 25 units

### Graduation Requirements

During grades 9-12, a student must earn 180 credits and pass all required subjects.

- Students may be exempted from physical education on the basis of a medical reason or enrollment in the Regional Occupation Program. For those students, the number of units required in physical education may be reduced.

## Academic Credits

Students earn academic credits by completing the assigned class work from a credentialed teacher and demonstrating mastery of skills and learning. Within LWCS, students have the flexibility to work at their own pace and they may use more or less time than the average 60 classroom hours needed to complete a class of 5 academic credits. Class completion OR earning 5 academic credits means that the student has demonstrated that he/she has accomplished the course objectives for the class, as certified by the credentialed teacher. Satisfactory completion of classes is also demonstrated by earning a passing grade, from A to D, per LWCS guidelines.

Within an independent study program, students often must demonstrate MORE.

## Grading Policy

The grade a student earns represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the class. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery.

A	90% –100%	Complete and accurate work with complete and accurate project(s)
B	80% –89%	Complete work, mostly accurate with complete, mostly accurate project(s)
C	70% –79%	Complete and accurate work with no project OR partially accurate work with partially complete and accurate project(s)
D	60% –69%	Incomplete and inaccurate work with no project
F	59% or below	Incorrect, incomplete or unacceptable work with no project

\* *Students who receive a D or below on an assignment, must review the assignment with the teacher and must attend tutoring*

## Grade Level Standing

Grade level standing is based on the total number of credits a student has earned in high school, within grades 9-12. The following grade level standings have been established at LWCS:

9th Grade	Freshmen	0 – 44 Credits
10th Grade	Sophomore	45 – 89 Credits
11th Grade	Juniors	90 – 134 Credits
12th Grade	Seniors	135 – 180 Credits

## Distribution of Textbooks and Course Materials

Students enrolled at LWCS will receive two (2) courses of textbooks at a time. A student must have his or her ID card present in order to check out a book. Once a student has completed a course, he or she must first return the unneeded text prior to receiving a new one. In the instance that a book is lost or damaged, it will be the family's responsibility to cover the cost of the book. Payment arrangements are available upon request. Pursuant to Educational Code 48904.3, LWCS is required to withhold grades, diploma and the student's transcript until the financial obligation has been cleared.

## Student Services and Activities

LWCS will offer extracurricular activities for all our students. Student Council, field trips, LWCS student celebrations, and graduation are some of the many activities that are offered. We look forward to working with students to design our activities, services, and set the overall climate and culture for the school. Youth voice and involvement is very important to our school—please speak up and be involved. If you have any questions about services and activities, please visit or speak with our chasers.

## Transportation

LWCS does not provide home-to-school or school-to-home transportation services. LWCS students, with the support of their parent(s)/guardian are expected to be responsible for their own transportation to appointments and other educational activities.

PPT students that wish to bring their child(ren) may do so. The child care center is open during school hours. **Students that bring their child(ren) to school MAY NOT leave campus without their child(ren) for any reason!** Violators of this policy will not be allowed to use the service.

Students that complete five (5) modules in a learning period will receive a free TAP card for the next month. You may not collect more than one bus pass per month.

For more information on transportation, please feel free to contact Lisa Colon at (626) 564-2871.

## **Time Management for High School Students Be In Control Of Your Study Time!**

High school students are some of the busiest people in the world. To get the most from all you do, you must be in control of your time. Your success in high school depends on your use of time. While you probably have no control over when your classes are scheduled, you do have control of the rest of your time. Here are some important things to remember.

- Begin each semester by filling in a master schedule. First, fill in things you must do (classes, work, practice, etc.) that you can't change. Then, analyze the blanks you have left to find the most effective use for these times.
- Establish a regular time and place for study. This will save you time in the long run because you will have “programmed” your mind to know that “this is the time and place that I study.”
- Make use of a study hall or study period during your school day.
- Use daylight hours to study whenever possible. For every hour of study done in daylight hours, it will take most people one and a half hours to do the same task at night.
- Keep a date book or log in which you write down all your class assignments.
- Take breaks. Avoid the “marathon study” session. Several short 50 minute sessions are better than one long session.
- Use flash cards or summary sheets during odd times to study. For example, odd times might be while you're waiting for class to start or for a friend to pick you up.
- If possible, schedule study time with a partner. But be careful and choose your partner wisely! Make sure you study, not socialize. Schedule your study time as you would your class schedule so that it becomes a part of your academic routine.
- Schedule the most difficult tasks for times when you are alert. For example, algebra may be hard enough when you're fresh but when you're tired, it will be almost impossible!

**Make a daily checklist. Set priorities. Do the most important tasks first.**

# **Learning Works Charter Rules**

## **No cell phone usage inside the building**

Use it outside! No texting while talking to staff or in a classroom setting.

- \* If phone is used, a warning will be given. Afterwards, the phone will be taken away until the student is finished with his/her appointments, labs or small group instruction.

## **No profanity**

- \* Students may not use profanity with either peers or faculty.
- \* Students who use profanity will be sent home.

## **Limit talking—quiet voices**

- \* We don't mind if you talk, but not during appointments, classes or labs. Students who talk excessively will be reprimanded. If they persist in talking, they will be sent home and can return only when they bring a parent.

## **Limits on music players**

- \* iPods and Mp3 Players may only be used with headphones during quiet times at the tables while doing work or waiting. However, no iPods and Mp3 Players are to be used in teacher appointments, tutoring sessions, labs, guest speaker time or small group instruction. It's just rude. If rule is broken, a warning will be given. Afterwards, the music player will be taken away until the student is finished. We ask that you exercise good judgment and limit the volume of your music players so you do not disturb other students.

## **No eating during appointments, classes or labs**

- \* Students may eat their food in the waiting section in the warehouse/ in the teen center/outside. Absolutely no food or drink around the computers!

## **No usage of staff computers or laptops**

- \* Students are not allowed to sit at teacher or chaser's computers – public computers are available throughout the campus.

## **No guests**

- \* Students that are not enrolled at LWCS may not be on campus. Prospective students can complete enrollment materials at the intake office.

## **No smoking**

- \* Students are not allowed to smoke on or in front of either LWCS campus.

## **Additional rules for LW@HB**

- \* You must have a current school ID to participate in the lunch program. Old IDs or paper printouts of your ID will not be accepted.
- \* No guests of any kind! Students wishing to register must check in at the front desk and wait in the lobby.
- \* Due to limited spacing, no congregating! Students who are not doing school work will be asked to leave.

Our rules are explained in detail within this handbook...but as a reminder... These are really serious and will get you kicked out.....

Do not consume alcohol or drugs before or during school

No tagging

No fighting or screaming loudly at staff or other students

No threats or name-calling

No weapons of any kind...including pocket knives

No gang activity whatsoever, including colors! (You know what no colors means and so do we!)

***We want peace and harmony in our house!***

LWCS has established school rules and standards of behavior in order to promote learning, minimize distractions, and protect the safety and wellbeing of all students. These rules and behaviors are to be followed by all students in order to assure others the freedom to pursue his/her education, within a safe, clean and effective learning environment.

## **Expectations of Student Behaviors**

Students are expected to act in accordance with the following behavior expectations:

- Follow all written and verbal agreements regarding student behavior.
- Be courteous and respectful to others.
- Respect the property of others.
- Be prepared to learn at all times.
- Obey and cooperate with staff members.

If or when expectations, rules and standards are violated, LWCS staff will insist upon immediate student cooperation to resolve the problem. Continued difficulties and/or severe occurrences, may make it necessary to suspend or expel a student from the school.

## **Student Dress, Grooming and Appearance**

- 1) No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at a school activity.
- 2) No gang-related hats or other gang-related head attire may be worn on campus or at school activities.
- 3) No clothing, jewelry, paraphernalia, material, or manner of grooming, which is obscene, sexually explicit, or which depicts or suggests sexually-related or obscene gestures, pictures, or working, or which promotes violence, the use/abuse of drugs, tobacco, or alcohol, may be worn or carried on campus or at school activities.
- 4) Clothes shall conceal underwear at all times. Seethrough or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.



- 5) No student may wear articles of clothing, jewelry, paraphernalia or accessories that pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.
- 6) No clothing or articles of clothing (including, but not limited to gloves, bandanas, shoestrings wristbands, jewelry) which are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence may be worn on campus or at school activities.
- 7) The principal/designee shall enforce the student dress and appearance regulations and implementation procedures.
- 8) Gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia and materials may vary from school to school, and may change from year-to-year. Consequently, prior to disallowing articles or symbols, the procedures outline hereafter shall be strictly adhered to by the principal/designee.

LWCS students are expected to dress in accordance with the “business-like” learning environment established within the school. The standards for student dress, grooming and appearance are not meant to take away individual styles, but to remove potential distractions and ideals that LWCS has no intention of promoting. It is the responsibility of all the teachers and staff of LWCS to monitor student dress, grooming and appearance.

### **Academic Honesty**

LWCS students are expected to maintain a high standard of academic performance, responsibility and integrity. As such, acts of academic dishonesty are considered a serious matter and will not be tolerated.

Academic dishonesty in all its forms, in course work, on examinations or in other academic activities, includes but is not limited to the following:

- Copying from others or knowingly allowing others to copy your work.
- Using unauthorized materials and/or technologies.
- Plagiarizing work, defined as the intentional or accidental appropriation of another person’s writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one’s own written work.
- Counterfeit work, including turning in as one’s own work that which was created, researched or produced by another.
- Theft or the altering of grades, records and/or teaching materials (written or electronic).

Any student violating the policy and principles outlined within academic honesty can be subject to disciplinary action that can include, but is not limited to, loss of academic credit, suspension and expulsion.

### **Use of Profanity**

At LWCS, Standard English is to be used at all times and the use of profanity is not acceptable. All LWCS teachers and staff will be responsible for monitoring student language and communications.

### **Graffiti/Tagging**

Writing or drawing on LWCS or LW@HB property is prohibited and subject to compensation and disciplinary action. Graffiti which requires replacement of materials or equipment will be charged to the student and parent(s).

## **Smoking**

LWCS maintains a smoke-free environment. Tobacco use is only allowed off campus, outside the gates of LWCS and outside the doors at the Homeboy site.

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

## **Internet Usage**

As a LWCS service, the Internet is a communications network with an open global exchange of information and sharing of computer resources. The Internet offers vast, diverse, and unique resources for lifelong learning. There is to be no food or drink near school computers. Students who demonstrate inappropriate behavior and citizenship in their choices, however, will be denied access. Stronger disciplinary measures also may be imposed.

## **Cyber Bullying**

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless

the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

# **Suspension and Expulsion Policies and Procedures**

This policy and its rules and procedures have been established in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from participation within our charter school.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of alternatives to suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the safety of the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school director shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed upon during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures for that student. LWCS will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

## **Grounds for Suspension and Expulsion of Students**

- 1) A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at LWCS: (a) while on school grounds; (b) while going to or coming from school; (c) during, going to, or coming from a school-sponsored activity.
- 2) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self defense.
- 3) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school director or designee's concurrence.

- 4) Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.
- 7) Caused or attempted to cause damage to school property or private property.
- 8) Stole or attempted to steal school property or private property.
- 9) Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.
- 10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5.
- 12) Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 13) Knowingly received stolen school property or private property.
- 14) Possessed an imitation firearm, i.e., a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 15) Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
- 16) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 17) Made terrorist threats against school officials and /or school property.
- 18) Committed sexual harassment as defined in Education code Section 212.5.
- 19) Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code Section 233. (e)
- 20) Intentionally harassed, threatened or intimidated a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

## **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

Student is sent home immediately and parent/guardian contacted. It does not matter if the student is a juvenile or an adult. In most cases in LW, there is a clear and present danger.

### ***Informal Conference:***

Suspension shall be preceded by an informal conference conducted by the counselor assigned to discipline with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director.

An up-front conference may be omitted if the counselor assigned to discipline determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. A later conference will be scheduled. Questions on disciplinary issues should be addressed to Sylvia Ginyard. She can be reached at (626) 564-2871.

***Notice to Parents/Guardians:***

At the time of the suspension, the counselor assigned to discipline shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

**Authority to Expel**

Only the charter school governing board upon the recommendation of the expulsion panel may expel a student. The governing board may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the PW Board finds that the students committed the expellable offense and that at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**Expulsion Procedure**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the LW co-director for student supports, who makes a recommendation to the expulsion panel. This expulsion panel will be composed of a combination of PW board members with LWCS school staff. Students have the right to appeal suspension and expulsion decisions to the entire PW Board and also have the right to legal counsel if they so choose.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- 3) A copy of charter school’s disciplinary rules relating to the alleged violation;

- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status in charter school to any other district in which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing; and
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board, which will make a final determination regarding the expulsion.

### **Written Notice to Expel**

The LW director for student supports, following a decision of the charter school governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student or any of the acts listed in "Grounds for Suspension and Expulsion" above
- 2) Notice of the right to appeal the expulsion
- 3) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll, of the student's status with the charter school

LW director for student support shall send written notice of the decision to expel to the student's district of residence and the district office of education. This notice shall include the following:

- 1) The student's name
- 2) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion" above.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

## Notes



